Autism features and disorders in emotional relationships

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ANNOTATION

The article presents practical aspects of the psychological study of the problem of autism. The results of the experimental studies conducted on this scientific problem are given. Psychological characteristics of problem solutions are briefly analyzed. The essence of theories on autism syndrome and the interpretation of these theories today have been described, in addition to which the problems with early detection and correction of this syndrome are covered. The article describes the features of autism syndrome and disorders in relationships, as well as clinical signs of the syndrome, diagnostic criteria.

Keywords: reading, canner syndrome, repetitive motion, emotional disorder, sensory impulses, social communication, intellectual functions, cognitive processes, behavioural disorders.

1. INTRODUCTION

Autism - (from Greek-means alone, singular) is interpreted as the last limit of Communication Disorders, denoting a retreat from reality to the world of one's own inner experiences. This term is the first in science to refer to the Swedish psychiatrist and psychologist E.Introduced by Blair, this concept represents the sum of psychic and behavioral disorders.

It is known that the defects in the physical and mental development of children were originally interpreted on the basis of mythological representations. In particular, in one of the Uzbek folk fairy tales, gung considered the child the product of sexual relations between the dev and man, it was understood that in Europe there are signs of autism, children were abandoned instead of healthy children stolen by elves.

Children's autism began to be studied in European medical and psychological sciences mainly from the XVIII centuries. Originally French researcher J.M.Itar studied the 12-year-old boy ("averon mauglisi") who lived in the forests of Averon and described the characteristics (development of speech and intellect disorders)in him in his work on "autism based on Intellektual function disorder (1828)" intellektual autism". At the beginning of the last century (1911) the Swedish psychiatrist Ye.Blake put forward his initial views on Early Autism in his work" early mental retardation and schizophrenia group." Directly to Psychology, the term" autism "(from the Latin word" autos " - "I", passed by the Greek) means Ye.It was taken by Blair (1928) to describe a particular type of thinking that was controlled by theektekt.

2. THEORITICAL BACKGROUND

American children's psychiatrist L. Kanner in his article on" Affektiv autistic disorder in communication " (1943) scientifically justified autism in children as a syndrome, relying on his many years of experience. Through this, scientific consumption was introduced such terms as "early infantile autism", "early autism in children" and "canner syndrome". These terms are used differently in different sources depending on the approach of the researchers. In turn L.The debate over the Kanner theory is also continuing. In this place L.Independently from Cannes, the Austrian psychiatrist G.It is also worth noting that Asperger introduced into psychology the term "autistic psychopathy".

L.Autism after Cannes was studied in the following directions:

- **♣** as a separate constitutional case (Rimland V.Let's Go.M.);
- schizophrenic postpristup status (Vrono M.Sh., per V.M);
- **↓** organic pathology of the central nervous system (Mnuxin S.S.);

It also stated that the study of various specific aspects of autistic child behavior was carried out by researchers from abroad and CIS countries. Bettelheim, M. Vrono, V. Mamseva, G. An example of the research of Sukhareva can also be seen. In the 80s of the last century, L. From the classical views of the canner, the period of retreat began, the reasons for the occurrence of autism developed a view as a group of syndromes of different types, among which were divided into typical, notypical and asperger autism.

3. METHODOLOGY

Despite the generality of disorders in the psychic sphere, autism manifests itself in different forms. A.S.Nikolskaya, Ye.RBayenskaya, M.M.In libling's book" The Autistic Child: ways to help", examples of different approaches to the differentiation of autistic children are given. According to him, the English researcher, Dr. L.Ving understand such children as "lonely" (who do not seek to enter into communication), "passive" and "active, but still pessimistic" according to their ability to enter into a social relationship. In his opinion, a group with a high probability of achieving social adaptation is a category of "passive" children. They propose to take as a basis the classification according to the methods of entry into contact and protection from it. Distinguish the main 4 different forms of autism manifestation:

- 1. Complete indifference to the events that are taking place, separation from existence. Children with autism problems of this form exhibit many shortcomings and violations in their activity in their development in the early childhood. And then they all refuse to actively communicate with the outside world. Such children do not respond to the call or appeal of strangers, they themselves do not even ask for anything, they do not form a purposeful behavior in them. They do not even use speech and gestures, signs. This is considered to be a severe form of autism, manifested in complete isolation and indifference of the child from the events that take place around him.
- 2. Active style rejection. Children of this group are relatively active, less shy of communicating with those around them, but it is characteristic for them not to accept only a large part of the universe. For such children, it is of great importance to strictly observe the vital habits that have arisen, the established behavior. It is necessary to constantly surround them with a familiar environment, so that their problems grow older from the interior of the house to another external environment, their adaptation will continue to flourish in periods when it is necessary to communicate with new people. They have different moving habits. They can use speech, but the development of their own speech is unique: they, first of all, absorb the usual specific words, strictly connecting them with a specific situation. To them, the fur is characteristic of the Telegraph style(style).
- 3. Overwhelmed by autistic interests(or adoration). Children of this group are distinguished by a variety of statutes, conflict situations, inability to take into account the interests and interests of others, a "scoundrel"for training and interests in the same order. These guys are very "sergap", they will have a huge vocabulary. However, they are much more complex, they speak with "biblical" phrases, even their speeches remind us of adult indecisive speeches. Despite their intellectuals, the possibilities of being able to contemplate are distorted, they can not feel the essence and fundamental meaning of the situation, they are tormented by the perception of the contents of several events that take place at the same time.

4.Communicate and engage in interaction with excessively difficultchiliklar.Lack of capacity in establishing relationships with other people is one of the central problems for children in this group. This is a difficultchiliklar characteristic associated with the mastering of moving skills for children, their vocabulary is scarce and their speech is also mistakenly perceived grammatically, they can "lose themselves" in ordinary social situations. This is due to the lighter forms of autism.

3. MAIN PART

The reasons for the origin of autism have not yet been studied until the very end. Many researchers explain this by linking the development of the fetus in time and the forgiveness of severe diseases from birth to the last first childhood. In autistic children, more brain dysfunction is observed than usual, there are violations in the biochemical exchange of substances in the body. Autism is often manifested in the form of an inseparable compound, essex problem with other mental disorders. Autism is the result of disorders in the child's mental development ahold, manifested in different manifestations. From how deep these violations are, the degree of their adaptation to social life arises.

The main difference in the behavior of a child of an autistic type is that he does not involve his close people in activities that he himself is very busy with. The more he is engaged in his activities, the stronger the resistance of adults to help him or other suggestions. Sometimes an adult may not resist sitting next to him in a sluggish position, without interfering with his activities. Parents can see the child's behavior like this and think that it should not interfere with him. Due to the fact that adults do not receive an emotional response from the child to the efforts they make to enter into a relationship with the child, it remains only to throw the child into his state. In a child with Normal emotional development, communication with an adult through sensory stimulation is facilitated and strengthened, while the sensory auto stimulation of an autotic child involves it and distinguishes it from interaction with its relatives, that is, it complicates its entry into contact with the environment and excites the development of communication skills. Interaction with close people is manifested in the development of the child at the instinctive level, first of all, the establishment of a close relationship with his mother.

Without studying the extent of perception of the environment by children with this syndrome in solving the problem of autism, we can not understand their strengths and weaknesses, in other words, their problems. The sensory, social and emotional distress faced by children with autism syndrome throughout their lives is associated with their individual individuality in the perception of information. In order to understand the peculiarities of the field of perception and behavior of these children, we need to study the process of processing sensor information, that is, sensor integration, entering them from the outside world. On the basis of such an approach to this issue, we believe that it is possible to achieve some clarity in the field of research on the problem of autism. Integration-this is a set of processes of organization and accumulation of different parts of a single process into a single whole. The integration of something - this means that its components are orderly and systematically shattering. The central nervous system and mainly the brain have such a structure that all incoming sensors regulate information under the general system and have the ability to process it. No part of the central nervous system can function in its own way, either individually or as a detachment from other systems. Information is transmitted from one part of it to another. The skin helps to feel, to see, to keep the balance, to balance, to feel the state and movement of the body in space, and to move, to cognitive activity, to remain, to receive training.

For the brain, of course, stimulation is necessary, it excites the brain and creates functional activity in it. In this way, it is possible to breathe, eat, move, speak and carry out educational activities. Insufficient stimulation leads to an increase in the amount of connections between brain cells. Every second comes to the brain a large amount of information from the sensory organs. The brain needs sensors to be able to organize, regulate signals, sort out important ones from among them, and distinguish their unsuitable ones. Sensory and nerve impulses coming from the internal organs are an important factor that determines the development of the nervous system in the child. Sensor integration is an unconscious process that occurs in the brain. It regulates the information received with the help of sensory organs (vision, hearing, taste, sense of smell, skin irritation, movement). The sensor also determines the importance of the information received through the integrated sensory organs and, by filtering the information, distinguishes the situations in which attention should be paid (for example, listening to the teacher, without paying attention to the noise of the eye). Sensor integration is an important part of brain activity. Intuition is stimulated as a nutrient for the brain, and it functions to deliver the knowledge necessary in the management of body and mind to the brain. Many symptoms of sensory information processing disorder are characteristic in autism. In interaction with the environment, such children face significant difficulties. They also face difficulties in tactile signal localization, movement planning etc. In children with autism, there are three manifestations of a multi-sensory signal processing disorder: first, sensory signals are not

"registered" (that is, they are not accepted) by the brain in the desired way. Therefore, the child is neglected in some things, and in other things excessively sensitive. Secondly, there is a deterioration in the modulation of sensor signals, mainly in the field of vestibular and tactile signals. As a result of this, gravitational insecurity and tactile hypersensitivity develop. Third, there is a violation in the activity of parts of the brain that respond to movement stimuli, mainly new movements and the exchange of movements. As a result of this, there is usually a loss of interest in constructive and profitable work. Many experts believe that only with the help of adequate stimuli can give impetus to the formation of the child's ability to receive sensory immutulsion. These stimuli are reflected in sensor integration-based therapeutic treatment programs. These therapeutic treatments help the child's motivation as well as the processing of sensory, especially fear information. Helping the child to take the first step during the training session and plan the continuity of the behavior is the basis of sensor integration-based therapy. In the case of autism, the main purpose of sensor integration-based therapy is to help modulate the senses and to improve sensory information processing in order to effectively perceive them, as well as to help formulate simple adaptive responses as a means of balancing behavior. If therapy is to some extent effective, it can significantly improve the life of a child with autism.

During the course of working with such children, it is necessary to gather knowledge about the processing of their sensory impulses and find the means and methods that we will need in order for them to stretch out the Helping Hand. In our opinion, in the study of this problem, it is worthwhile to first develop a set of thematic methods that determine the degree of sensory integration of children with autism. During the application of the methods, it is also important to diagnose their high and low sensitivity levels. An individual approach to each child in this regard, as well as the development and effective use of targeted correction programs, depending on the degree of sensory degradation manifested in them, will pave the way to a significant elimination of this problem.

On the psychoanalytic theory of the formation of a child with autism syndrome, the German psychologist Eric Erikson studied. Erikson is also a healthy older man like Freud who, as a person, satisfies his needs, understands his own Ego ("I") and meets all the requirements of society. Freud, Erikson uses the concept of" social growth " more and more he pays special attention to the influence of culture, history, social factors.

Erikson divides the individual into the main dichotomies for the stage of psychosocial development:

- 1) the period of insecurity (infancy);
- 2) autonomy shame and suspicion (1-2 years old);
- 3) initiative-sense of guilt (3-5 years);
- 4) Labor full development (junior school age);
- 5) the emergence of individuality (identification) role diffusion (growth);
- 6) intimate-loneliness (the beginning period of adulthood);
- 7) creative activity-lack of development (middle age);
- 8) a supporter of peace—old age

Also Erikson divided into eight stages of Personality Development. One of the development of the child, that is, he was with his mother, his communication with adults. At this stage, in the future, such qualities as being to people or pulling oneself out of them will appear.

The second stage determines the individual qualities in the child, that is, the formation of self-confidence and independence. To a significant extent, its implementation depends on the character of communication and communication of children with adults. A child of three years old clearly takes forms of personality, Erikson is an undisputed personality – three young children according to the concession.

The third and fourth stage of Erikson is D.B. It coincides with the opinions of elkonin and local psychologists. In these years, for the development of the child's psyche, the child pays special attention to the educational work of the child.

Autism is confused with schizophrenia, akli weakness and child psychosis in most people. In children with autism syndrome, an increase in tactile or sensory perception is noted. Therefore, they can not bear the noise of people, loud noises. Abortions and integrations of children with autism this is a complex of several measures, in which there is a possibility of establishing a bridge of social cooperation, that is, a certain result can be achieved only if the medical staff (psych neurologist, neuropathologist, pediatrician, orthopedist-traumatologist, rehabilitologist), psychologist, dialectologists work together. And the early detection of autism in children and the early initiation of actions towards their socialization will lay the foundation for the independent life of such children in the future.

Autism is a disorder of social and communicative development, a charactable disorder with the limitation of interest and activity. Social relations, social communication and the limitation of interests in Persons with autism constitute the triad of the main characters. The elevation of hyperesthesia to various effects on autotic children is fertile: temperature, tactile, sound and color. Persistent colors are excessively unattractive for autotic children. Such effects from the surrounding World hurt autistic children.

The development of asymmetry in autism is a characteristic manifestation of the course of action, and cognitive processes proceed from the development of action, which leads to a violation of the heterochron principle. In general, it is observed that there is insufficient development of general and small motor skills. The presence of a muscle hypotonus determines the state and specificity of the possibilities of children's movements. This is manifested in the defects of the Coordination of non-uniform movements, in particular difficulties in the acquisition of elementary self-service skills, in the form of a grip with fingers, in the movement of small fingers and palms.

In autotic children, there are enough problems with self-service. The development of self-service skills is a special problem in autotic children. Even the most enthusiastic children, those who have a special talent, will not be adapted to life and household life. In them, too, self-service is formed slowly and does not develop qualitatively, because they perceive everything in a stereotypical way. As noted earlier, children have special difficulties in eating food, their clothes can be a palatial. Therefore, self - service discipline takes a special place in the process of correcting autistic children, involving the formation of skills of social adaptation.

The perception of autotic children is characterized by the sensitive elevation of the perceptions of the objects. When hyper compensation of OCS occurs in conditions of extreme sensory excitability, it represents, on the one hand, psychological protection, on the other hand, psychological deprivation, as well as the development of cognitive processes, as well as rejection of cognition.

4. CONCLUSION

It can be concluded that currently, scientists are studying individuals with autism syndrome mainly into 4 groups. These include the following:

1-group: Autism in children of early age (children aged up to 2 years).

The development of children in autism in children of early age comes in 4 different types.

Some children become completely Bee'tibor to the surrounding events. It is very difficult to make a child laugh, pay attention. They do not react even when they open the snow. Tactile does not want to engage in communication.

And another group of children begin to communicate selectively. Basically, he begins to communicate with his parents, he is also attentive in the choice of food and clothes. Fear, aggression is observed when deviating from a constant way of life.

Another group of autistic children will be given autistic rubies. They always perform the same, returning actions. They can talk for years on a facet only one topic, draw the same plot mumkin.So children entering the last group can enter into communication. But this process of entering into communication is very difficult to accomplish. He is very dilusor and impressionable. Someone else's opinion will be given quickly. This is considered a mild type of autism.

2-Group: Children's autism (children 2-11 years old).

In children's autism, both signs are observed in children of early age who suffer from autism. They are constantly repeating a word or music, very much dressed to master the skill and mal akal AR.

3-group: Adolescent autism(children aged 11-18 years).

Children at this age acquire the simplest communication skills. But more and more, the girl wants to stay. Most often they are in a state of depression.

4-group. Adult autism.

In adult autism, a serious violation of the psyche in a person is observed. He walks completely in his own world, the dish becomes an extreme illusion of events and events in the universe.

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